



York Catholic District School Board

**PROCEDURE:
Criteria for Educational Assistant Allocation**

**Addendum to Policy 402: Accommodations for Students with Moderate to Severe
Learning Needs**

Effective: June 2016

PURPOSE

This procedure is designed in conjunction with *YCDSB Policy 402: Accommodations for Students with Moderate to Severe Learning Needs* and specifies the criteria for the allocation of Educational Assistants.

RATIONALE

York Catholic District School Board endorses the use of Educational Assistants as a means of providing additional support to students with moderate to severe learning needs to develop their independence in the following program areas:

- Basic daily living skills
- Behaviour management/emotional regulation
- Communication
- Social/interpersonal skills

York Catholic District School Board subscribes to a shared model of support when determining allocation of Educational Assistants to schools. Within this model, an individual school is assigned a total number of Educational Assistant(s) full time equivalents (FTE) according to the specific student needs within the school. Principals prioritize Educational Assistant support for those students who present with moderate to severe needs and have alternative programming requirements as outlined in their IEP. Based on the students' IEP and Special Education programming being delivered within in a school, groupings may include other students who require human resource support.

1. PROCESS FOR SCHOOLS TO REQUEST EDUCATIONAL ASSISTANT SUPPORT Student new to Board/School:

1. Principal determines that a student's Individual Education Plan (IEP) includes (or will include) alternative curriculum (e.g., learning goals in areas of communication, functional academics, social skills, self-regulation, learning skills, life skills).
2. Principal notifies the Coordinator of Special Programs and the Special Education Consultant to request that elementary area resource team/secondary resource team assess the student's learning strengths/needs and provide programming suggestions to the school.
3. Upon obtaining parental consent, the Special Education Consultant and other relevant members of area resource team/secondary resource team will observe the student and complete the *Rubric for Assessment of Independence Skills (SE12)*.
4. The Special Education Consultant submits the completed rubric to the Coordinator of Special Programs.
5. The Coordinator of Special Programs and the Special Education Consultant meet to determine the/an appropriate level of support according to the Board's System Formula for Educational Assistant Allocation (see Section 2).
6. The Educational Assistant allocation for the following academic year is finalized in alignment with Board staffing procedures.

New needs arising within a School:

1. The Principal determines that a student’s Individual Education Plan (IEP) includes alternative curriculum (e.g., learning goals in areas of communication, functional academics, social skills, self-regulation, learning skills, life skills).
2. Upon obtaining parental consent for consultation with Board Staff, the Principal presents the student’s needs at a school’s Area Case Conference. The Area resource team/secondary resource team provides programming suggestions to school.
3. If the need for additional support persists following the analysis of data from the implementation of programming suggestions, the Principal will request that the Special Education Consultant and other relevant members of the area resource team/secondary resource team observe the student and complete the *Rubric for Assessment of Independence Skills (SE12)*.
4. Upon obtaining parental consent, the Special Education Consultant and other relevant members of the area resource team/secondary resource team will observe the student and complete the *Rubric for Assessment of Independence Skills (SE12)*.
5. The Special Education Consultant submits the completed *Rubric for Assessment of Independence Skills* to the Coordinator of Special Programs for approval (or review? Or both?) by the Superintendent of Education: Exceptional Learners.

2. SYSTEM FORMULA FOR EDUCATION ASSISTANT ALLOCATION

School allocation of Educational Assistant support is determined by a system formula involving the following two components:

- A. Severity of Individual Student Needs; and,
- B. Educational Assistant System Ratio.

A. SEVERITY OF INDIVIDUAL STUDENT NEEDS

Moderate Needs	Severe Needs
<p>Student demonstrates the following:</p> <ul style="list-style-type: none"> ● Need for frequent support to complete daily living tasks and basic routines ● Programming which is alternative to the Ontario curriculum/or inaccessible due to physical limitations ● Safety concerns towards self or others which is evident over a period of time ● Functional communication which is limited 	<p>Student demonstrates the following:</p> <ul style="list-style-type: none"> ● Need for constant support to complete daily living tasks and basic routines ● Programming which is alternative to the Ontario curriculum ● Cognitive functioning which is delayed ● Self-regulation is limited ● Safety concerns towards self or others which are frequent, intense and evident over a period of time ● Communication which is nonverbal (i.e., requiring augmentative systems)

B. EDUCATIONAL ASSISTANT SYSTEM RATIO

Within the approved budget allocation for Educational Assistants, the YCDSB system ratio is calculated by dividing total number of students who officially meet the above criteria by the total number of Educational Assistant Full Time Equivalency (FTE).

Should the Educational Assistant support allocation for any school not align with the system ratio, YCDSB will attempt to review and adjust the educational assistant allocation where possible.

3. REALIGNMENT OF EDUCATIONAL ASSISTANT RESOURCES

In order to respond to the changing needs of schools during the course of the school year, a system realignment of resources may occur under the direction of the Superintendent of Education: Exceptional Learners. This realignment will involve an increase or reduction of Educational Assistant FTE allocation to schools based on the movement of students with moderate to severe leaning needs in the system.

4. ANNUAL REVIEW OF EDUCATIONAL ASSISTANT ALLOCATION

An annual review of students who are supported by an Educational Assistant is conducted to substantiate or confirm student eligibility as per the Board's System formula for Educational Assistant Allocation (Section 2).

5. DEFINITIONS

5.1 Shared Model of Support

A framework by which a Principal may assign an Educational Assistant/Intervener to work in one or more classrooms to assist one or more teachers with one or more students with moderate to severe special needs.

5.2 System Ratio

Number of students with special needs that meet criteria for Educational Assistant support divided by the total Educational Assistant FTE available in the school board.



RUBRIC FOR ASSESSMENT OF INDEPENDENCE SKILLS
Revised November 2012

FOR OFFICE USE ONLY:

PROPOSED LEVEL OF SUPPORT:

APPROVED BY: _____
COORDINATOR, SPECIAL PROGRAMS, ELEMENTARY/SECONDARY

THE FOLLOWING INFORMATION WILL BE USED TO:

- guide programming/services
- assess gains in independent living skills over time

STUDENT NAME:		DOB: <u> </u> / <u> </u> / <u> </u> (m) (d) (y)
HOME SCHOOL:		GRADE:
STUDENT IS:	<input type="checkbox"/> Early Facilitation <input type="checkbox"/> New to Board <input type="checkbox"/> Review	
CURRENT / ANTICIPATED ATTENDANCE:	<input type="checkbox"/> FULL DAY <input type="checkbox"/> 1/2 DAY	<input type="checkbox"/> ALTERNATE DAY <input type="checkbox"/> MODIFIED DAY

SUPPORTING DOCUMENTATION:

- | | | |
|---|--|---|
| <input type="checkbox"/> psycho-educational assessment | <input type="checkbox"/> academic assessment | <input type="checkbox"/> OT/PT assessment |
| <input type="checkbox"/> speech and language assessment | <input type="checkbox"/> medical diagnosis | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> DACS Assessment | <input type="checkbox"/> on waitlist for DACS Assessment | |

SUPPORTED BY:

- | | | |
|--|---|---|
| <input type="checkbox"/> psychiatrist | <input type="checkbox"/> medical doctor | <input type="checkbox"/> diagnosis: _____ |
| <input type="checkbox"/> psychologist | <input type="checkbox"/> social worker | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> Community Agency: _____ | <input type="checkbox"/> IBI | |

THE STUDENT'S PROGRAM WILL/HAS FOCUS(ED) ON:

- regular grade level curriculum modified curriculum alternative curriculum

If alternative curriculum, please indicate program area(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> communication | <input type="checkbox"/> social skills/interpersonal skills | <input type="checkbox"/> emotional regulation |
| <input type="checkbox"/> personal care and activities of daily living | <input type="checkbox"/> behaviour management/safety | <input type="checkbox"/> accessibility |
| <input type="checkbox"/> learning skills | | |

REQUIRES SPECIALIZED INTERVENTIONS AND STRATEGIES DESIGNED BY A RANGE OF PROFESSIONALS:

- nursing speech/language pathologist physical therapist/occupational therapist other:

IN THE AREA OF:

- | | |
|---|--|
| <input type="checkbox"/> positioning | <input type="checkbox"/> administering medication |
| <input type="checkbox"/> feeding through alternate means | <input type="checkbox"/> use of specialized equipment (i.e. wheelchairs, walkers, hoier, lifts, etc.) |
| <input type="checkbox"/> toileting through alternate means (i.e. catheter, toilet transfer, personal hygiene support) | <input type="checkbox"/> application of appliances (braces, splints, etc.) |
| | <input type="checkbox"/> maintenance for well health (range of motion, out of chair time, stretchings, etc.) |
| | <input type="checkbox"/> technology |

SKILLS DEVELOPMENT		SKILL LEVEL
REGULATES OWN BEHAVIOUR IN A WAY THAT ENSURES:	<ul style="list-style-type: none"> the student's own safety (<i>provide example, if available</i>) i.e. 	
	<ul style="list-style-type: none"> the safety of others (<i>provide example, if available</i>) i.e. 	
	<ul style="list-style-type: none"> respect of the environment and property (<i>provide example, if available</i>) i.e. 	
MANAGES TRANSITIONS BETWEEN:	<ul style="list-style-type: none"> activities 	
	<ul style="list-style-type: none"> settings 	
	<ul style="list-style-type: none"> people 	
CARRIES OUT SKILLS OF DAILY LIVING:	<ul style="list-style-type: none"> eating 	
	<ul style="list-style-type: none"> dressing 	
	<ul style="list-style-type: none"> personal hygiene 	
	<ul style="list-style-type: none"> toilet trained 	
	<ul style="list-style-type: none"> functional academic activities and tasks 	
	<ul style="list-style-type: none"> navigate the environment 	
DEMONSTRATION OF PRO-SOCIAL SKILLS:	<ul style="list-style-type: none"> mobility 	
	<ul style="list-style-type: none"> conflict resolution 	
	<ul style="list-style-type: none"> turn-taking 	
	<ul style="list-style-type: none"> social problem solving 	
	<ul style="list-style-type: none"> positive engagement with peers (boundaries, language) 	
	<ul style="list-style-type: none"> positive engagement with adults 	
COMMUNICATES USING PREFERRED COMMUNICATION METHOD: <input type="checkbox"/> verbal <input type="checkbox"/> limited verbal <input type="checkbox"/> nonverbal <input type="checkbox"/> using ACS	<ul style="list-style-type: none"> self advocacy (independence) 	
	<ul style="list-style-type: none"> wants/needs 	
	<ul style="list-style-type: none"> ability to make choices 	
	<ul style="list-style-type: none"> engage in reciprocal communication 	
RECIPROCAL COMMUNICATION :	<ul style="list-style-type: none"> responds to questions on a variety of topics 	
ABILITY TO COMPLY WITH:	<ul style="list-style-type: none"> Will participate in conversation: <input type="checkbox"/> with adults <input type="checkbox"/> with peers 	
	<ul style="list-style-type: none"> adult direction 	
ABILITY TO REGULATE:	<ul style="list-style-type: none"> code of conduct 	
	<ul style="list-style-type: none"> emotional responses to situations 	
	<ul style="list-style-type: none"> attention/focus 	
	<ul style="list-style-type: none"> impulsive 	
	<ul style="list-style-type: none"> anxiety 	
FOR THE FOLLOWING, INDICATE PERCENTAGE OF THE DAY:		
MODE OF INSTRUCTION IN CURRENT SETTING:	<ul style="list-style-type: none"> 1:1 	%
	<ul style="list-style-type: none"> small group 	%
	<ul style="list-style-type: none"> whole class 	%
INSTRUCTIONAL SETTING:	<ul style="list-style-type: none"> structured personal space in special education classroom 	%
	<ul style="list-style-type: none"> structured personal space in regular classroom 	%
	<ul style="list-style-type: none"> calming room/area with reduced stimuli 	%
	<ul style="list-style-type: none"> community setting 	%
NOTES/COMMENTS:		

SOURCES OF DATA CONSULTED IN COMPLETING THIS PROFILE:

- | | | |
|--|--|---|
| <input type="checkbox"/> observational data | <input type="checkbox"/> anecdotal data from staff | <input type="checkbox"/> anecdotal data from community agencies |
| <input type="checkbox"/> anecdotal data from parents/guardians | <input type="checkbox"/> assessment reports | <input type="checkbox"/> IEP |
| <input type="checkbox"/> report card | <input type="checkbox"/> other _____ | |

COMPLETED BY: _____ **DATE COMPLETED:** _____ / _____ / _____
(m) (d) (y)

IN CONSULTATION WITH:

<input type="checkbox"/> School Administration	NAME: _____
<input type="checkbox"/> Dept. Head of Special Education	_____
<input type="checkbox"/> Core Resource	_____
<input type="checkbox"/> EA/EI/CYW	_____
<input type="checkbox"/> Classroom Teachers	_____
<input type="checkbox"/> Special Program Consultant	_____
<input type="checkbox"/> Physical Management	_____
<input type="checkbox"/> Speech and Language	_____
<input type="checkbox"/> Behaviour Resource	_____
<input type="checkbox"/> Psychology	_____
<input type="checkbox"/> Other	_____

RUBRIC

Use the rubric to indicate frequency and level of independence that the student has demonstrated in the current reporting period. Assessment should be based on current data gathered through frequent observations/interviews of level of independence.

FREQUENCY PROMPT LEVEL	FREQUENCY LEVEL .1 RARELY 25% OF THE TIME OR LESS	FREQUENCY LEVEL .2 SOMETIMES 26 – 50% OF THE TIME	FREQUENCY LEVEL .3 FREQUENTLY 51 - 75% OF THE TIME	FREQUENCY LEVEL .4 USUALLY 76 - 100% OF THE TIME
PROMPT LEVEL 1 Physical and /or verbal prompts Student requires hand over hand or partial physical prompt (e.g., tap to elbow). Physical prompts may be accompanied by verbal explanation.	LEVEL 1.1 With physical and verbal prompts, student demonstrates the desired skill 25% of the time or less	LEVEL 1.2 With physical and verbal prompts, student demonstrates the desired skills 26-50% of the time	LEVEL 1.3 With physical and verbal prompts, student demonstrates the desired skills 51-75% of the time	LEVEL 1.4 With physical and verbal prompts, student demonstrates the desired skills 76%-100% of the time
PROMPT LEVEL 2 Modelling & visual prompts Student requires demonstration of steps of task with visual representation provided (e.g., photographs, picture communication symbols).	LEVEL 2.1 With modeling and visual prompts, student demonstrates the desired skill 25% of the time or less	LEVEL 2.2 With modeling and visual prompts, student demonstrates the desired skills 26-50% of the time	LEVEL 2.3 With modeling and visual prompts, student demonstrates the desired skills 51-75% of the time	LEVEL 2.4 With modeling and visual prompts, student demonstrates the desired skills 76%-100% of the time
PROMPT LEVEL 3 Gestural prompts Student requires staff to indicate through body language (e.g., hand gesture, pointing, facial expression or eye gaze). Does not involve any verbal direction.	LEVEL 3.1 With gestural prompts, student demonstrates the desired skill 25% of the time or less	LEVEL 3.2 With gestural prompts, student demonstrates the desired skills 26-50% of the time	LEVEL 3.3 With gestural prompts, student demonstrates the desired skills 51-75% of the time	LEVEL 3.4 With gestural prompts, student demonstrates the desired skills 76%-100% of the time
PROMPT LEVEL 4 Independence Student is able to complete the task with or without the use of visuals and without intervention from staff.	LEVEL 4.1 Student independently demonstrates the desired skill 25% of the time or less	LEVEL 4.2 Student independently demonstrates the desired skills 26-50% of the time	LEVEL 4.3 Student independently demonstrates the desired skills 51-75% of the time	LEVEL 4.4 Student independently demonstrates the desired skills 76%-100% of the time